Pre-Conference Workshops

New Directions Colombia 2021
JULY

8:00 - 9:30 A.M  (GMT -5)  PRE-CONFERENCE WORKSHOPS

How language assessment works: speaking
Christopher Redmond
The assessment of speaking is a significant challenge for teachers, particularly those more accustomed to teaching the receptive skills of Listening and Reading. Across the world, the demand for higher levels of assessment literacy among teachers and other assessment practitioners is increasing, and this workshop has been created for those currently lacking the knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardised and/or classroom-based tests.

Validity and validation processes: basic concepts and possible applications
Neus Figueras, Oscar Soler-Canela
The workshop will briefly outline the present state of affairs in relation to validation and present different existing approaches and models in the field of language assessment. The presenters will address issues related with any validation process and the participants will have the opportunity to reflect on the implications of a validation process and on how to adapt and/or put them into practice with the resources available in their own context.

Classroom-based writing assessment: Task wording affects writing task difficulty. Discuss
Carolyn Westbrook, Richard Spiby
In this workshop, participants will consider the ways in which writing tasks can affect task difficulty and will discuss the implications of this with regard to test fairness across groups of test-takers. We will consider the importance of using test specifications to maintain consistency of assessment across groups. Workshop participants will then work together in designing two tasks of approximately equivalent difficulty.

Introduction to item writing for classroom-based assessment
Philip Horne, Olena Rossi
The workshop will provide practical suggestions on standardizing item writing for classroom assessment, so that the results of tests administered by different teachers or with different test versions are comparable. The focus is on designing productive skills tasks as these are notoriously susceptible to variation: standardizing speaking/writing task production will in less variation thus making assessment more reliable.

Fundamentals of data visualization
Dylan Burton, Richard Spiby
This interactive workshop will consider the fundamental of data visualization for language assessment researchers and practitioners. Participants will have the opportunity to learn and discuss what makes visuals effective and what we can do to improve the storytelling capacity of our data. Importantly, we will consider a range of data sources and how best to visualize these, as well as the advantages and disadvantages of everything from bar graphs to more complex visuals.

Classroom-based writing assessment: ‘Task wording affects writing task difficulty. Discuss’
Carolyn Westbrook, Richard Spiby

10:00 - 11:30 A.M  (GMT -5)  PRE-CONFERENCE WORKSHOPS

Validity and validation processes: basic concepts and possible applications
Neus Figueras, Oscar Soler-Canela
*The workshop will be delivered in Spanish.

Introduction to item writing for classroom-based assessment
Philip Horne, Olena Rossi

Fundamentals of data visualization
Dylan Burton, Richard Spiby

*Schedule may be susceptible to changes. Please check regularly for updates.
### Conference Day 1

**8:00 - 8:05 A.M. (GMT -5)**  
**OPENING ADDRESS**  
Mr. Colin Martin-Reynolds, British Ambassador to Colombia

**8:10 - 8:50 A.M. (GMT -5)**  
**THE ANNUAL NEW DIRECTIONS WEIR LECTURE: PROFESSIONALISING LEARNING SYSTEMS**  
Professor Barry O’Sullivan

**8:55 - 9:40 A.M. (GMT -5)**  
**IN CONVERSATION WITH PISA: THE CHALLENGES AND OPPORTUNITIES ASSOCIATED WITH FOREIGN LANGUAGE ASSESSMENT IN PISA 2025**  
Professor Barry O’Sullivan & Andreas Schleicher

**9:45 - 10:00 A.M. (GMT -5)**  
**BREAK**

**10:05 - 10:40 A.M. (GMT -5)**  
**PARALLEL SESSIONS**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Time</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:05 - 10:15</td>
<td>Item writing training: crucial for quality assessments and an opportunity for educators</td>
<td>10:05 - 10:15</td>
<td>Erica Belanz, Mark O'Sullivan</td>
</tr>
<tr>
<td>10:15 - 10:25</td>
<td>Feedback in EFL classroom: a revision about Chilean context</td>
<td>10:15 - 10:25</td>
<td>Yesica Aguirre Fuentes</td>
</tr>
<tr>
<td>10:25 - 10:35</td>
<td>Validity for procedural assessment literacy for EFL teachers</td>
<td>10:25 - 10:35</td>
<td>Philip Home</td>
</tr>
<tr>
<td>10:35 - 10:40</td>
<td>A validity case for procedural revision about Chilean context</td>
<td>10:35 - 10:40</td>
<td>Mark O'Sullivan, Erica Balazs</td>
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</tbody>
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**10:40 - 11:20 A.M. (GMT -5)**  
**PARALLEL SESSIONS**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>10:40 - 11:00</td>
<td>Assessment literacy for EFL</td>
<td>10:40 - 11:00</td>
<td>Yolanda Monroy, Martin Salazar</td>
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<tr>
<td>11:00 - 11:20</td>
<td>Feedback in EFL classroom: a research opportunity about Chilean context</td>
<td>11:00 - 11:20</td>
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<td>Validity for procedural assessment literacy for EFL teachers</td>
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<td>Philip Home</td>
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**11:30 - 12:10 A.M. (GMT -5)**  
**PARALLEL SESSIONS**

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<tbody>
<tr>
<td>11:30 - 11:45</td>
<td>Exploring feedback practices at an adult English program</td>
<td>11:30 - 11:45</td>
<td>Johana Andrea Mejia, Daniela Sanchez</td>
</tr>
<tr>
<td>11:45 - 11:50</td>
<td>How do computers assess speaking feedback system</td>
<td>11:45 - 11:50</td>
<td>Resty Breakspear</td>
</tr>
<tr>
<td>11:50 - 12:00</td>
<td>How do computers assess speaking skills?</td>
<td>11:50 - 12:00</td>
<td>Nicole Cichlack</td>
</tr>
<tr>
<td>12:00 - 12:10</td>
<td>Metacognition tools to improve writing</td>
<td>12:00 - 12:10</td>
<td>Larissa Tatiana Rico Buitrago, Yenifer Agudelo Correa</td>
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</tbody>
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**12:10 - 12:50 A.M. (GMT -5)**  
**PARALLEL SESSIONS**

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<tr>
<td>12:10 - 12:30</td>
<td>Investigating validity of an AI speaking feedback system</td>
<td>12:10 - 12:30</td>
<td>Trevor Breakspear</td>
</tr>
<tr>
<td>12:30 - 12:40</td>
<td>Investigating how computers assess speaking skills?</td>
<td>12:30 - 12:40</td>
<td>Nicole Cichlack</td>
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**12:50 - 1:30 P.M. (GMT -5)**  
**LUNCH BREAK**

**1:30 - 2:10 P.M. (GMT -5)**  
**PARALLEL SESSIONS**

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<tbody>
<tr>
<td>1:30 - 1:45</td>
<td>Assessing productive skills</td>
<td>1:30 - 1:45</td>
<td>Suzanne Springer, Martyna Kazboiska</td>
</tr>
<tr>
<td>1:45 - 2:00</td>
<td>Assessing productive skills</td>
<td>1:45 - 2:00</td>
<td>Suzanne Springer, Martyna Kazboiska</td>
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**2:00 - 2:40 P.M. (GMT -5)**  
**PARALLEL SESSIONS**

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<tbody>
<tr>
<td>2:00 - 2:15</td>
<td>Creating assessments that promote learning</td>
<td>2:00 - 2:15</td>
<td>Susan Jones</td>
</tr>
<tr>
<td>2:15 - 2:30</td>
<td>Self-assessment and achievement tests: a case of high school students</td>
<td>2:15 - 2:30</td>
<td>Elana Kobayashi, Sandra Galtsoin</td>
</tr>
<tr>
<td>2:30 - 2:45</td>
<td>Assessing test performance (writing, speaking) in terms of the CEFR</td>
<td>2:30 - 2:45</td>
<td>Suzanne Springer, Martyna Kazboiska</td>
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<tr>
<td>2:45 - 3:00</td>
<td>Assessing test performance (writing, speaking) in terms of the CEFR</td>
<td>2:45 - 3:00</td>
<td>Suzanne Springer, Martyna Kazboiska</td>
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**3:00 - 3:40 P.M. (GMT -5)**  
**PARALLEL SESSIONS**

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<tbody>
<tr>
<td>3:00 - 3:15</td>
<td>Developing localised tests to professional standards</td>
<td>3:00 - 3:15</td>
<td>Johanna McComas, Gemma Bellhouse</td>
</tr>
<tr>
<td>3:15 - 3:30</td>
<td>A nationwide proficiency certification system for English in Cuban universities</td>
<td>3:15 - 3:30</td>
<td>Yolanda de la Cadad Collado, Alejandra Palermo Ortega, Tatini Perez Perdomo</td>
</tr>
<tr>
<td>3:30 - 3:45</td>
<td>Digital English language assessment in Mexican public schools</td>
<td>3:30 - 3:45</td>
<td>Roxana Antolin</td>
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**3:45 - 4:25 P.M. (GMT -5)**  
**PARALLEL SESSIONS**

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<tr>
<td>3:45 - 4:00</td>
<td>Emerging construct of academic speaking in digitally-mediated communication in higher education settings</td>
<td>3:45 - 4:00</td>
<td>Fumiyo Nakatsuhara, Lynn May, Nahid Kabbabash</td>
</tr>
<tr>
<td>4:00 - 4:15</td>
<td>Incorporating mediation descriptors into rating criteria for an integrated EAP writing task</td>
<td>4:00 - 4:15</td>
<td>Carolyn Westbrook, Tony Clark, Richard Soby, Reza Tasiri</td>
</tr>
<tr>
<td>4:15 - 4:30</td>
<td>Accessibility in remote-delivered and computer-based English tests: what is the British Council doing?</td>
<td>4:15 - 4:30</td>
<td>Gemma Bellhouse</td>
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<td>4:30 - 4:45</td>
<td>A nationwide proficiency certification system for English in Cuban universities</td>
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<td>Yolanda de la Cadad Collado, Alejandra Palermo Ortega, Tatini Perez Perdomo</td>
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<tr>
<td>4:45 - 5:00</td>
<td>Investigating the impact of time constraints on an expedient reading task</td>
<td>4:45 - 5:00</td>
<td>Richard Soby, Tony Clark, Elaine Schmidt</td>
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<tr>
<td>5:00 - 5:15</td>
<td>Professionalising English assessment in learning systems</td>
<td>5:00 - 5:15</td>
<td>Medina Rodriguez</td>
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<td>5:15 - 5:30</td>
<td>Professionalising English assessment in learning systems</td>
<td>5:15 - 5:30</td>
<td>Medina Rodriguez</td>
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**Schedule of presentations. Please check conference website for details.

**5:30 - 6:10 P.M. (GMT -5)**  
**PLENARY: Unpacking the concept of language assessment literacy for all key stakeholders**  
Dr. Beverly Baker

**6:15 - 7:00 P.M. (GMT -5)**  
**DAY 1 SUMMARY AND CONCLUSIONS**  
Jamie Dunlea
Saturday
Conference
Day 2

7:35 - 7:55 A.M (GMT -5)  ENGLISH EVALUATION IN LATIN AMERICA: A SNAPSHOT ON WHERE WE ARE TODAY

8:00 - 9:00 A.M (GMT -5)  PANEL: ASSESSING SPEAKING AT NATIONAL LEVEL

Chair: Carolyn Westbrook

Panelists: Gabriela Kaplan | Jin Yan | Neus Figueras | Adriana Paola Bendek | Gladys Quevedo-Camargo | Ivonne de la Caridad Collada Peña

9:05 - 10:10 A.M (GMT -5)  PARALLEL SESSIONS

- Language assessment literacy 1
  - 9:05 - Classroom observation instruments: lessons in design, evaluators training and application
    - Julían Menrío
    - Yadira Gómez
    - Adriana Molina
  - 9:40 - Mediation: translating theory into meaningful classroom and assessment practice
    - Victoria Clark
    - Mark O’Sullivan

- Language assessment literacy 2
  - 9:05 - Exploring Foreign Language Novice Language Teachers’ Assessment Practices and Challenges
    - Gabriel Cote Parra
    - Alexis López Mendoza
  - 9:40 - Practicality, flexibility and creativity in formative assessment: a case study from the British Council’s teaching centre network
    - Aidan Holland

- Professionalising English assessment in learning systems 1
  - 9:05 - Customer service development in global education systems
    - Navid Chowdhury
    - Simon Higginson
  - 9:40 - The role of specifications and sample items in item-writing
    - Olena Rossi

- Professionalising English assessment in learning systems 2
  - 9:05 - Teacher activity group on remote teaching
    - Şin Soyöz Yılmaz
  - 9:40 - Pursuing fair testing practices at a Colombian university
    - Elsa Adriana Restrepo
    - Edgar Picón-Jácome

ASSessing productive skills 1

- 9:05 - Rater perceptions of on-topic versus off-topic performance in a B2 level speaking task
  - Judith Farbaim
- 9:40 - Language assessment literacy and professional development of pre-service language teachers
  - Frank Giraldo
  - Daniel Murcia Quintero

ASSessing productive skills 2

- 9:05 - Investigating scale length and inter-rater reliability in auto-rated assessment
  - William Bayliss
- 9:40 - Argumentation skills: a peer assessment approach to classroom discussions
  - Diego Ubaque

IELTS Strand

- 9:05 - When decision-makers lack the necessary language assessment literacy
  - Misty Wilson
  - Barry O’Sullivan
  - Nick Saville

10:15 - 10:30 A.M (GMT -5)  BREAK

10:35 - 11:05 A.M (GMT -5)  PARALLEL SESSIONS

- Language assessment literacy 1
  - 10:35 - Empowering educators: understanding and using English assessment scores
    - Heather Koons

- Language assessment literacy 2
  - 10:35 - Moving toward Authentic Assessment as part of a curricular renovation
    - Lawrence Berlin
    - Juan Felipe Zuluaga Molina

- Operationalising the ESP constructs
  - 10:35 - To trust or not to trust: avoiding fraud completely
    - Thomas Treutler

- Assessing productive skills
  - 10:35 - Assessing undergraduate English teacher trainees in pandemic times. An experience from Cuba
    - Isora Justina Enriquez Ofarril

IELTS Strand

- 10:35 - Crisis, Collaboration, Recovery: IELTS and COVID-19
  - Tony Clark
  - Richard Spiby
  - Reza Tavini

- Assessment in times of crisis
  - 10:35 - Assessing undergraduate English teacher trainees in pandemic times. An experience from Cuba
    - Isora Justina Enriquez Ofarril

Meet our partners

11:10 - 11:50 A.M (GMT -5)  PLENARY: DEVELOPING A LOCALISED SEMI-DIRECT SPEAKING TEST FOR YOUNG LEARNERS IN URUGUAY

Dr. Fumiyo Nakatsuhara
Dr. Gabriela Kaplan

11:55 - 12:35 P.M (GMT -5)  CLOSING CEREMONY

12:40 - 13:10 P.M (GMT -5)  NETWORKING ACTIVITY AND PRIZE DRAW